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ABSTRACT

This book examines how young children learn about race and racism, using data from a study of children in a racially/ethnically diverse day care. Seven chapters examine: (1) "Young Children Learning Racial and Ethnic Matters" (child development theories, research on children's racial/ethnic concepts, alternative perspectives on racial learning, contending with an established racist context, and learning and playing racial identity roles); (2) "Using Racial-Ethnic Distinctions to Define Self" (defining negative identities, social significance of skin color, actively constructing racial/ethnic identities, teacher intervention in self-definition, children's views, and sharing ideas about racial group/ethnicity); (3) "Play Groups and Racial-Ethnic Matters" (using racial/ethnic ideas to exclude and include, and power, conflict, and skin color); (4) "Using Racial-Ethnic Concepts to Define Other People" (ideas about others' racial/ethnic origins, food as an identification tool, manipulation of others' behavior, adults in the preschool world, and actively teaching about racial/ethnic others); (5) "How Adults View Children"; (6) "What and How Children Learn about Racial and Ethnic Matters" (producing racial/ethnic meanings, learning social rules and identity roles, adult misconceptions, race/ethnicity in children's social hierarchy, and understanding racial issues in children's lives); and (7) "Postscript: What Can be Done?" (contexts of racism and what teachers, parents, and researchers can do). (Contains 142 references.) (SM)

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